

# **Student Motivation and Classroom Management**

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## Question 1

# How Do You Motivate Students?

*I work so hard at trying to get these kids motivated. Some are, but so many aren't. They just seem to want to get by—if that. I try to encourage them—I'm their biggest cheerleader! But it can get so tiring. I feel like I'm pushing a rope with some of my students. Why can't they just want to achieve instead of having to be pushed into it?*

Strategies that teachers will often use in efforts to motivate students include offering incentives and rewards—"If you read a certain number of books you'll get a prize!"—or cheerlead relentlessly—"Good job, Karen!" It's also not unusual for teachers to just "give up" on some students, "They just don't want to learn!"

One lesson community organizers learn is that you might be able to threaten, cajole, badger, or bribe someone to do something over the short-term, but getting someone to do something beyond a very, very short time-frame is a radically different story.

**Organizers believe that you cannot really motivate anybody else. However, you *can* help people discover what they can use to motivate themselves.**

This is very similar to what Edward Deci, one of the premier researchers and authorities on intrinsic motivation, wrote, “The proper question is not, ‘how can people motivate others?’ but rather, ‘*how can people create the conditions within which others will motivate themselves?*’” (Deci, 1995, p. 10). In fact, this perspective is in keeping with the original word roots of *motivation*. It comes from *motive*, which, in the fifteenth century, meant “that which inwardly moves a person to behave a certain way” (“Motive,” n.d.).

When we are trying to motivate students—often unsuccessfully—the energy is coming from *us*. When we help students discover their own motivation, and challenge them to act on it, more of the energy is coming from *them*.

Community organizers call it the difference between *irritation*—pushing people to do something *you* want them to do—and *agitation*—challenging them to act on something *they* have identified as important in their lives.

This chapter first briefly reviews research that demonstrates the long-term dangers of the incentives and rewards system many of us use to “motivate” our students. Next, a few strategies are discussed that a teacher can immediately implement in the classroom to help students find their inner motivation. Finally, the chapter ends by identifying ways to “set the stage” and help students identify more sources of intrinsic motivation.

Four detailed lesson plans and related reproducibles are included.

## **The Dangers of Incentives and Rewards**

Many studies show that—contrary to what many of us believe—providing rewards to induce desired behaviors can result in long-term damage to intrinsic motivation. As Daniel Pink states in his book, *Drive* (2009, p. 8), “Rewards can deliver a short-term boost—just as a jolt of caffeine can keep you cranking for a few more hours. But the effect wears off—and, worse, can reduce a person’s longer-term motivation to continue the project.”

Researchers believe this loss of intrinsic motivation happens because contingent rewards—if you do this, then you’ll get that—force people to give up some of their autonomy (Pink, 2009, p. 38). Deci (1995, p. 2), Pink, and William Glasser (Van Tassell, 2004) all highlight this need for learner autonomy as crucial for students and for all of us. As economist Russ Roberts (2010) commented in an interview with Pink, “Nobody wants to feel like a rat in maze.”

Rewards (and punishments) are effective, however, in getting people to do mechanical and routine work that can be accomplished simply. For example, they can result in employees working faster on an assembly line or in getting students to make basic changes in their behavior in the classroom. However, rewards can be destructive in advancing anything that requires higher-order thinking (Pink, 2009, p. 46). Question 4: How Do You Regain

Control of an Out-Of-Control Class? recounts what both of these types of results can look like in the classroom.

Of course, we all expect and need what Pink calls “baseline rewards” (Pink, 2009, p. 35). These are the basics of adequate “compensation.” At school, these might include students expecting fair grading, a caring teacher who works to provide fairly engaging lessons, a clean classroom. Pink writes:

If someone’s baseline rewards aren’t adequate or equitable, her focus will be on the unfairness of her situation and the anxiety of her circumstance. You’ll get neither the predictability of extrinsic motivation nor the weirdness of intrinsic motivation. You’ll get very little motivation at all. But once we’re past that threshold, carrots and sticks can achieve precisely the opposite of their intended aims. (Pink, 2009, p. 35)

None of these points mean that students cannot be recognized and celebrated for their success. The key is to not hold it out as a “carrot” but, instead, to provide it as an unexpected “bonus” (Chai, 2009).

The word “incentives” comes from *incendere*, which means “to kindle.” The dictionary says that “to kindle” means “to start a fire burning.” The idea is not to tell students that they will die from the cold or from being eaten by wolves if they do not start a fire *right now* and *right here* and in *this way*. Nor is the idea to say that, if they do what we tell them, they will get an extra bag of marshmallows to toast. Instead, the goal can be to find out where they want to set their fire and why, and perhaps help them learn how to use matches or a flint, and give them advice on the best place to find some dry wood.

This chapter provides ideas on how to help students “incentivize” themselves. Although this is not the primary intent of the ideas listed here, one study has found that it can even be helpful for people to literally “bribe” *themselves* with rewards if they meet their goals (Kristof, 2009). This can be applied in the classroom by suggesting that students list how they can reward themselves—a night of video games, sleeping in late—if they achieve some of their goals.

## Immediate Actions

### Praise Effort and Specific Actions

If we only praise students in general—“You’re very smart”—many will then try to avoid taking risks and stretching themselves. They will focus more on maintaining their image and believe that they will embarrass themselves by making mistakes. Praising effort—“You worked really hard today”—or praising specific actions—“Your topic sentence communicates the main idea”—can make students feel that they are more in control of their success,

and that their doing well is less dependent on their “natural intelligence” (Bronson, 2007). Question 5: How Do You Help Students See Problems as Opportunities, Not Frustrations? provides more information on this topic.

## **Build Relationships**

Teachers building relationships with their students by showing that they care about them, and by learning about their lives, dreams, and challenges, are key to helping students motivate themselves. Dr. Jami Jones (2010) and others (e.g., Posnick-Goodwin, 2010) have shown that caring relationships with teachers can help build resiliency (the capacity to persevere and overcome challenges) among children. By learning about student interests, teachers can also help connect what is being taught in the classroom to students’ lives and discover their short- and long-term goals.

As William Glasser (1988, p. 21) and others have found, many students “will not work to learn” unless they see how lessons can help them with their short- or long-term goals. More information on how to build those relationships can be found in Question 3: How Do You Deal With a Student Who Is Being Disruptive in Class?

## **Use Cooperative Learning**

Teaching engaging lessons is a “baseline reward” expectation of students. Boring lessons will not help students to develop their intrinsic motivation to learn. That does not mean, however, that teachers have to put on costumes and become entertainers. It can, however, suggest that teachers consider keeping lecturing to a minimum and, instead, use many of the teaching strategies that have been found to be more effective for student learning. Most of these methods include some sort of cooperative learning (Saville, 2009). These can be as basic as “think-pair-share” or as ambitious as problem-based learning or project-based learning. More information on how to implement these strategies in the classroom is found in Question 12: What Are the Easiest Ways to Use Educational Technology in the Classroom?

## **Show Students the Economic and Health Advantages of Doing Well in School**

Multiple studies show a wide income disparity based on educational attainment. For example, according to the U.S. Census Bureau, adults with advanced degrees earn four times the salary of those with less than a high school degree (U.S. Census Bureau, 2009). There are similar differences between the likely length someone will be unemployed (U.S. College Search, 2010), one’s overall health (“Poor Face Greater Health Burden,” 2009), and even how long people will live (Hull, 2010). Studies show that just showing students this kind of information can result in students being more moti-

vated to learn (Jacobs, 2010). A collection of this kind of data can be found at <http://larryferlazzo.edublogs.org/2010/09/15/a-collection-of-the-best-lists-on-encouraging-students-to-attend-college/>.

## **Creating Opportunities for Students to Help Make Decisions**

People are more motivated and confident when they believe they have more control over their environment. “People with low-power mindsets do less than they otherwise could,” said one motivation researcher (Rigoglioso, 2008). Inviting students to have a voice in classroom decisions—where they sit, what day a test takes place, in what order units are studied, or even where a plant should be placed in the classroom—can help them develop that greater sense of control. An added benefit to this strategy could be fewer discipline issues. William Glasser suggests that power is a key need of students, and that 95% of classroom management problems happen because students are trying to fulfill that need (Ryan & Cooper, 2008, p. 85).

## **Setting the Stage**

### **The Brain Is Like a Muscle**

Students’ learning that intelligence is not fixed at a certain level and that they can actually “grow” their brain by learning has been shown to help develop intrinsic motivation in students. Carol Dweck (2008), a leading researcher in this area, calls it the difference between a “growth mindset” and a “fixed mindset.” Those who understand that their ability will grow as they work harder, and that their brain cells will actually physically grow the more they learn, are more focused on learning and are more resilient. After using “The Brain is Like a Muscle” Lesson Plan (see page 14), a teacher can regularly remind students of this understanding verbally and through leaving student-created posters on the wall.

### **Setting Goals**

Students setting their own goals can help channel their focus and help them assess their progress and make the necessary changes to accomplish them. Goal-setting (Siegle, 2000) can result in increased student motivation and achievement (Ormand, 2008). Although it is important for learner autonomy that students actually decide on their goals, teachers may need to provide some guidance on what realistic expectations might be, especially if some goals relate to a numerical advance on a formal assessment. For example, teachers could share with students the “average” growth that students

make during the year in regular formative assessments, and the scores necessary to advance to different levels in state standardized tests.

In addition to those kinds of obvious academic achievement goals, the Northwest Regional Education Laboratory has identified several important characteristics of a self-directed learner that students could consider as qualities that might want to improve in themselves. These include intrinsic motivation, self-control, taking personal responsibility, metacognition/reflection, and being goal-oriented (Northwest Regional Educational Laboratory, 2004). The Goal-Setting Lesson Plan (see page 19) includes a discussion of these qualities, and a detailed process to introduce students to the idea of setting goals.

In fact, it can be important to place more of an emphasis on “learning goals” like developing these qualities, or ones like wanting to be more disciplined about reading for a half-hour each night or wanting to work to work better in groups by encouraging everyone to speak, than on “academic performance goals.” Studies show that students who focus more on learning goals actually improved more on their G.P.A. than those who emphasized wanting to improve their grades (Latham & Locke, 2006, p. 334). A review of 100 studies found that “...students who focused too heavily on performance ironically performed less well academically, thought less critically, and had a harder time overcoming failure” (Viadero, 2010).

This idea is similar to how community organizers operate. Organizing groups are often more effective in building affordable housing than groups that solely focus on affordable housing development. They also tend to be more successful in getting people into jobs that pay a living wage with benefits than graduates of traditional training agencies. The primary reason for that success is that good organizers are focused on helping people learn to become leaders, and then use housing and jobs campaigns as tools to help people develop leadership skills (which include many of the same characteristics of a self-directed learner). The idea is to help people become life-long learners, after which the performance outcomes will come.

There are six other important points to keep in mind when doing goal-setting with students.

## ***Reviewing Goals Regularly***

It is not a matter of doing the Goal-Setting Lesson Plan (see page 19) once and forgetting about it the rest of the year. Rather, students could complete a semester goal form (Figure 1.1).

They could then use that as a guide to complete their weekly goal forms (Figure 1.2, page 10). Each weekly goal does not necessarily have to correlate with a semester goal, but it provides some guidance. And, of course, students can change their goals.



## Figure 1.1. Semester Goal Form

Your name: \_\_\_\_\_

### Semester Goal Sheet

The end of the first semester is in January. Please think about your performance and your learning goals for the rest of the semester and complete this sheet. I will make a copy of this sheet and return it to you tomorrow. If you get it signed by your parent/guardian, you will receive extra credit.

### Performance Goals

Grade

- ◆ What is your percentage and grade in this class now? \_\_\_\_\_
- ◆ What percentage and grade do you want at the end of the semester?  
\_\_\_\_\_

Reading Scores

- ◆ What is your fluency score now? \_\_\_\_\_
- ◆ What do you want your fluency score to be at the end of the semester?  
\_\_\_\_\_
- ◆ What is your cloze score now? \_\_\_\_\_
- ◆ What do you want your cloze score to be at the end of the semester? \_\_\_\_\_

Number of Books Read

- ◆ How many books have you read so far this semester? \_\_\_\_\_
- ◆ How many books do you want to finish by the end of the semester? \_\_\_\_\_

### Learning Goals

What other goals do you have for yourself (a more positive attitude, read more challenging books, take more leadership in the class, be more organized, etc.)?

- 1.
- 2.
- 3.

Three things you are going to do each week to accomplish your goals:

- 1.
- 2.
- 3.

\_\_\_\_\_  
Parent Signature



**Figure 1.2. Weekly Goal Sheet**

**GOAL SHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

Current Grade in Class \_\_\_\_\_

Goal \_\_\_\_\_

\_\_\_\_\_

Method for Achievement \_\_\_\_\_

\_\_\_\_\_

I rate my work in this class last week as a

1    2    3    4    5    6    7    8    9    10

Last Week's Goal \_\_\_\_\_

Achieved? \_\_\_\_\_ Why or Why not? \_\_\_\_\_

**Parent/ Guardian Response**

Printed Name \_\_\_\_\_

Current Contact Information \_\_\_\_\_

\_\_\_\_\_

Questions/Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_

(Developed by Rachel Schultz. Reprinted with permission.)

## ***Partner Support***

It can be very useful to have students identify partners to support them in their efforts to achieve their goals. Studies documenting people achieving success in developing spending goals (Kristof, 2009) and exercise goals (Heller, 2010) found that the emotional support provided by partners can improve the probability of success. After identifying goals, students can choose “buddies” for the semester, and, after modeling for students what a good “conference” might look like, teachers could have them meet once each week for a few minutes to do two things:

1. Share your goal for that week. Did you achieve it? If you did, what helped you do it? If you didn’t, what can you do differently?
2. Provide positive feedback and helpful suggestions to your partner.

## ***Asking Questions***

An important study found that how we frame goals can have an impact on whether we achieve them or not. It suggests that instead of just listing the goal, we should first ask ourselves if we can achieve it (“Will We Succeed,” 2010). In other words, instead of writing or saying “My goal is to understand the Pythagorean Theorem this week,” students should write:

Can I understand the Pythagorean Theorem this week?

Yes, I can understand the Pythagorean Theorem this week!

Asking the question, and then responding, requires a stronger affirmation and commitment than just listing the goal.

## ***Making Goals Public***

Making goals public can help increase the chances of success (DiSalvo, 2010, January 10). This could be optional for students, but there may be times when teachers might want to strongly encourage them to make their goals public. For example, near the end of the school year, teachers could ask students to answer these questions and make them into illustrated posters:

What are three things you can do to help you finish the school year strong academically?

What is one thing you can do to help your classmates finish the year strong academically?

The posters could be placed on the walls, and periodically students could walk around to review them. Having them see the posters during a challenging time of the year can function as a reminder to them—and as a reminder to teachers to remind them—to stay focused.

## **Designing Action Plans**

Peter Drucker wrote “The best plan is only...good intentions unless it degenerates into work” (Drucker, 1974, p. 128). In addition to spending time helping students determine their goals, teachers also need to help them design realistic plans to achieve them. The more specific the plan, the likelier the success in achieving them (Ferlazzo, 2010). Teachers showing examples is one way to do this. Demonstrating it through the instructional method of “concept attainment” is an excellent way to illustrate examples for both action plans and the goals themselves.

Concept attainment is a form of *inductive* learning. In inductive learning, students use given examples to construct a pattern and form a concept or rule. In contrast, in *deductive* learning the concept or rule is given first and then students practice applying it.

A teacher could use concept attainment to help students develop effective plans by using a sheet like the one pictured in Figure 1.3.

After placing it on an overhead projector or document camera, the teacher would cover everything other than the “Yes” and “No” titles. The teacher would say that he is going to show examples of effective action plans under “Yes” and not-so-effective action plans under “No.” He would explain that he wants students to try to figure out why some are under “Yes” and others are under “No.” He would then show and read the first item under “Yes” and then show the first item under “No.” He could ask students to “think-pair-share” to determine the difference and ask for responses. He would continue with that process until students discovered that specificity was the key difference. At that point, he could ask students to correct the “No” examples and also come up additional “Yes” ones.

The instructional method of concept attainment can be applied effectively to many different types of lessons in all subjects.

## **Getting Enough Sleep**

One reason some students do not appear very motivated to learn might be because they do not get enough sleep and are tired at school. Teens are physically “wired” to go to sleep later and wake-up later (“Teens and Sleep Patterns,” n.d.). Because of that, some schools are starting at a later time in the morning (“Delayed School Start Time,” 2010). Given that this change is unlikely to occur in many districts, helping students become more aware of the negative consequence of not getting enough rest could help motivate them to change their sleeping habits. The “Why We Should Sleep More” Lesson Plan (see page 23) helps student learn that a lack of sleep leads to weight gain, lower grade, and increased levels of depression. Because of additional stress in the lives of lower-income children, they are at an even higher risk for these negative consequences (“Poor Children More Vulnerable,” 2010).

**Figure 1.3. Concept Attainment:  
Action Plans to Achieve Goals**

Yes	No
To make sure I have time to read at night, I will set the alarm clock to remind me to stop playing video games.	I will work harder.
I don't want to get any referrals to the office this year, so when I feel like I'm getting real angry I'll ask for a pass to the restroom so I can cool off.	I'll get less angry.
I want to stop blaming others for my mistakes, so I'll put a sticky note on my desk each day saying "Take Responsibility" to remind me.	I'll try to remember that it's not always someone else's fault.
I want to work better in small groups, so every time we have them I'll assume my job is to make sure everybody participates.	I'll try to take more leadership when we work in small groups.

Studies have found that lack of exposure to "morning light" exacerbates teen's difficulty in getting to sleep earlier. They miss much of this light because they often travel to school so early and spend the day inside ("Lack of Morning Light," 2010). Keeping classroom shade/drapes open and windows uncovered could help mitigate this effect.

## **Recognizing That What Is Being Learned Is Useful**

The importance of students seeing that what they are learning will help them with their short- and long-term goals was discussed earlier in the "Build Relationships" section (see page 6). By getting to know students and their hopes and dreams, teachers will be able to more explicitly connect lessons to students' lives. Helping people see the significance and meaning of

what they are doing can increase intrinsic motivation (Pink, 2011). In addition to teachers doing the connecting, it can also be useful to have students themselves identify how what they are learning is meaningful for their lives.

The Helping in the Future Lesson Plan (see page 27) serves this purpose. Using another example of inductive learning, students identify how what they are learning can benefit them in the future. The categorization methods involved in using “data sets” (which is the primary material in this lesson) have been regularly shown to develop and strengthen higher-order thinking skills (Ferlazzo, 2010, p. 78). Like concept attainment, data sets can be used in various lessons across the curriculum.

## **“The Brain Is Like a Muscle” Lesson Plan**

### **Instructional Objectives**

Students will:

1. Learn that they can physically “grow” their brain through the effort of learning new things.
2. Be able to explain what happens to their brain when they learn new things.

### **Duration**

One 55-minute class period

### **Common Core English Language Arts Standards**

#### ***Reading:***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Read and comprehend complex literary and informational texts independently and proficiently.

#### ***Writing:***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### ***Speaking & Listening:***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### ***Language:***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Materials:**

1. Copies of the four-page hand-out from Brainology, "You Can Grow Your Intelligence" (<http://www.brainology.us/websitemedia/youcangrowyourintelligence.pdf>), for every student.
2. Computer projector and computer access to show one short video showing neurons growing (search on the Internet for "neurons and how they work" and choose any that are accessible).

### **Procedure**

#### ***First Day***

1. Teachers writes the following on a whiteboard or shows on an overhead:  
Option One:
  - ◆ Yes, I think the brain is like a muscle and the more you exercise it, the stronger it gets.Option Two:
  - ◆ You are born with being however smart or dumb you are and that's the way it is.
2. Teacher asks students to write down which one they agree with and why. Students share their response with a partner, and the teacher asks specific students to share with the entire class.
3. Teacher explains that students will divide into partners and take turns reading paragraphs to each other from the "You Can Grow Your Intelligence" handout.

4. Students will read the first page, highlight what they think are the twelve most important words that convey the main idea, and write a one-sentence summary on the page. The teacher reminds students that good readers summarize what they read. Before having students begin, the teacher explains why it is important to only highlight a few words—it's an opportunity to develop that skill so that when they have to study in the future they won't have to read entire books, only review highlighted passages. The teacher models by highlighting one short passage as a good example of important information and one that is not, and asks students to take a minute and determine which is the better one and why. The teacher asks students to share with a partner and then some with the class.

After students complete the first pages, the teacher will ask some students to share their summary with the entire class.

5. Next, students will take turns reading the second page aloud to their partner, again highlighting no more than twelve words, and write a summary and a question—What does the article make them wonder about? The teacher reminds students that good readers ask questions when they read. Teacher will ask some to share with the entire class.
6. Students will change partners, and then do the same thing with page three as they did with page two. In addition, they'll demonstrate the reading skill of visualizing and draw what they are seeing in their mind when they read the page. They will also describe it in words. The teacher reminds students that good readers see pictures in their mind when they read. They will also write a sentence describing their drawing. Teacher will ask some to share with the class, and bring their drawing up to the document camera.
7. With the same partner, students will read the last page, repeating the same highlighting and summarizing steps, and then demonstrate the "evaluating" reading strategy by writing whether they agree or disagree with what the article says and why (or if they like or do not like the article and why). The teacher reminds students that good readers evaluate when they read. Again, the teacher will ask some to share with the class.
8. Next, the teacher will show a short video of his/her choosing that actually shows neurons in the brain and points out that those are the things that grow when we learn something new.
9. Teacher will ask students to write a brief response to these two questions:
  - ◆ Do you believe that intelligence is fixed or can grow? Why?  
Please use evidence from the text.



Students should use the ABC format to respond: Answer the question, Back it up with a quote, and make a Comment or Connection. (The teacher can share an ABC example on a different topic as a model. Figure 1.4 (page 18) provides a model, although the teacher might want to write her own.) It can also be called PQC: make a Point, support it with a Quote, and make a Comment or a Connection.

Students can share their responses in partners and then some can share with the class.

## Assessment

A simple assessment will be to see whether or not students write a response using the ABC format. If the teacher believes a more involved assessment is necessary, he can develop a simple rubric appropriate for his classroom situation. Free online resources to both find premade rubrics and to create new ones can be found at <http://larryferlazzo.edublogs.org/2010/09/18/the-best-rubric-sites-and-a-beginning-discussion-about-their-use/>

## Possible Extensions/Modifications

1. Students could teach what they have learned to another class. Students teaching others about this concept of being able to “grow” the brain reinforces that belief in the “teacher” (Glenn, 2010).
2. Students could make posters. The teacher could explain the difference between “literal” language (“I’m very hungry”) and figurative (“I’m so hungry I could eat a horse”) and ask students to take a piece of poster paper and draw a line down the middle. They could title the left side, “This Is Your Brain When It’s Not Learning,” and the right side, “This Is Your Brain When It Is Learning.” Students could be given a choice of either drawing it literally (using images from the video used showing neurons growing and from pictures in the Brainology article) or figuratively (e.g., they could draw an unhealthy plant on the left and a blooming one on the right).
3. A few days after the lesson is completed, the teacher can ask students to write short answers to these questions and then have them share with partners: What was the most important thing you learned from the brain lesson? Was it interesting? If yes, why? If not, why not?

## Ed Tech: Online Slideshow



The teacher, after obtaining written parent permission (<http://larryferlazzo.edublogs.org/2009/09/30/permission-to-use-student-work/>), can scan or take photos of the posters for display on the Internet. He can make the posters into a PowerPoint and then easily upload it to a free Internet application like Slideshare (<http://www.slideshare.net/>).

## Figure 1.4. "ABC" MODELS

Models for using the ABC framework to respond to a question (Answer the question, Back it up with a quote, then make a Comment or Connection). It can also be called PQC (make a Point, support it with a Quote, and make a Comment or a Connection).

The following two examples were responses to the question: Would you want to climb Mount Everest?

### Example One

*I think I would like to climb Mount Everest before I get too old. Article number 16 in the Headline Data Set, titled "The Oldest Man to Climb Mt. Everest," is about a man who is over seventy years old and is planning to be the oldest man to ever climb the mountain. It says, "Yuichiro Miura is in the midst of a three year training regimen that will include the climb to the top." I don't want to reach that age and regret not having done something I had always wanted to do. Taking risks to accomplish one's goals is what life is really all about. Plus, I don't think I want to spend three years training for anything! It won't take me as long to train now since I'm young and strong.*

### Example Two

*If I had the time and the money, I think I would attempt to climb Everest. In the Headlines Data Set, number 8 titled "Spokane man becomes the oldest American man to climb Mt. Everest," tells about Dawes Eddy, a 66-year-old who summited Everest in 2009, becoming the oldest American man to climb the mountain. On his website it states, "When you turn 65 do you want to be over the hill or still able to climb the hill?" I think he makes a great point. Why should people stop being active or taking risks just because they are growing older? I hope I will always push myself to learn and try new things as I get older . . . because that's what life is about!*

# Goal-Setting Lesson Plan

## Instructional Objectives

### *Students will:*

1. Further develop their ability to practice reading strategies to help comprehend a text.
2. Understand the importance of setting goals and designing an effective action plan to achieve them.
3. Identify semester goals and an effective plan to achieve them.

## Duration

One 55-minute class period and 20 minutes on the second day

## Common Core English Language Arts Standards

### *Reading:*

1. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
2. Read and comprehend complex literary and informational texts independently and proficiently.

### *Writing:*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### *Speaking & Listening:*

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### *Language:*

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

## Materials

1. Copies for each student of two one-page hand-outs:
  - ♦ “Harvard Business School Goal Story” ([http://www.lifemastering.com/en/harvard\\_school.html](http://www.lifemastering.com/en/harvard_school.html))
  - ♦ Michael Jordan Goal Story (<http://www.gifted.uconn.edu/Siegle/SelfEfficacy/Jordan.html>)
2. Copies for each student of a Semester Goal Sheet, similar to the one pictured in Figure 1.1 (see page 9).
3. Copies for each student of a Weekly Goal Sheet, similar to the one pictured in Figure 1.2 (see page 10).
4. A large poster listing the key characteristics of a self-directed learner: intrinsic motivation, self-control, taking personal responsibility, metacognition/reflection, and being goal-oriented.
5. One copy of Concept Attainment examples (see Figure 1.3, page 13)

## Procedure

### *First Day*

1. Teacher writes the word “Goal” on the whiteboard. She asks students to write three things: what they think it means, a goal that they once had for themselves and that they accomplished, and what they did to accomplish it. The teacher should share an example from her life for the last two points. Students should write, and then share what they wrote with partners, and the teacher can ask a few to share with the class. The teacher then explains that the class is going to learn about goals today.
2. Teacher distributes copies of Harvard Goal Story to all students (it discusses a study that showed students who had clear goals were much more successful than those who did not make them). The teacher asks student to get into partners and take turns reading paragraphs to each other. While they are reading, they are to highlight two phrases they like in the article (not more than eight words each) and then write a one-sentence summary of the information. Then they will share both their highlighted phrases and sentence summary with another pair of students. The teacher will ask a few students share with the entire class.
3. Teacher will distribute copies of the Michael Jordan story, and students will use the same reading process.

4. Teacher will explain that students will be determining their own goals and their plans to achieve them.
5. Teacher explains that goals are divided into two categories, and that in a little while students will be making their own goals. One group can be called a “performance goal,” including G.P.A., test scores, how many books you want to read, etc. The other could be described as a “learning goal,” for example, wanting to be able to write better, to not be as distracted in class, etc.
6. Teacher reviews the list of characteristics of a self-directed learner on the poster that he has put on the wall. She asks students to write them down and try to define them in their own words, then share with a partner, and then discuss in class. Teacher explains that improving on these characteristics could qualify as learning goals.

Metacognition/reflection might be particularly challenging for students to understand. The teacher might want to explain it as a sort of “talking to yourself” while you’re doing an activity and afterwards. You are explaining the process you are using to arrive at answers to questions, or to understand a text or concept. It’s like in math class “showing your work” and not just the solution. Being aware of the process helps you spot errors you might have made, and makes you more conscious of patterns that can help you learn better. It’s similar to why reading what we write out loud makes it easier to spot errors we make.

7. Teacher explains that setting goals require making a plan to achieve them, and reviews the Concept Attainment sheet using the process described in “Designing Action Plans” on page 12.
8. Teacher distributes a version of the Semester Goal Sheet and students begin to work on their form. It will be homework if not completed by the end of class.

## *Second Day*

1. The teacher reminds students about the goals discussion from the previous day, and checks that everyone’s Semester Goal Sheet is completed. The teacher then explains that students will begin to prepare a Weekly Goal Sheet focusing on one or two of the goals they listed in their Semester Goal Sheet. They will turn it in weekly to their teacher after their parents sign it. Students decide on which goal they will work on this week and what their action plan will be to achieve it.
2. The Teacher explains that each student will pick a “buddy” with whom they will review their Weekly Goal Sheet. Teacher explains that she will

review what these weekly meetings will look like the first time they do that (see Partner Support on page 11). Now, however, all the partners have to do is share what they wrote for their goals and action plans and ask their partners for any feedback/suggestions.

3. Students meet in partners, and the teacher identifies a few to share examples of what they wrote—if they are willing to make them public. The teacher writes their present grade on each sheet (perhaps using an ink stamp to sign it) and tells students they are to get their parents to sign it and return it to her by the next Friday.

## Assessment

1. Students could be asked to respond to the questions: Do you think goals are important? If so, why? If not, why not? The teacher could explain they are to use the ABC (or PQC) framework to respond to the question.
2. The teacher collects each Semester Goal Sheet to make copies before returning the original to each student the following day. The teacher will assess whether or not students followed instructions for both goals and action plans and, if not, will use the concept attainment strategy again, using examples from the student goal sheets.
3. If the teacher believes a more involved assessment is necessary, she can develop a simple rubric appropriate for their classroom situation. Free online resources to both find premade rubrics and to create new ones can be found at <http://larryferlazzo.edublogs.org/2010/09/18/the-best-rubric-sites-and-a-beginning-discussion-about-their-use/>.

## Possible Extensions/Modifications

1. Implement the idea of weekly goal sheets.
2. The teacher could ask each student to make a poster picking one of the phrases they highlighted from the two articles and illustrate it to share with other students. The posters could be placed on classroom walls as future reminders.

## Ed Tech: Annotate Web Pages



Instead of printing out the articles for students to annotate, they could go to the computer lab and used a free online annotation application like Webklipper (<http://webklipper.com/>) or Crocodoc (<http://crocodoc.com/>), which allows users to write virtual sticky notes on webpages. For more information, see <http://larryferlazzo.edublogs.org/2008/12/18/best-applications-for-annotating-websites/>.

# **“Why We Should Sleep More” Lesson Plan**

## **Instructional Objectives**

### ***Students Will:***

1. Read a challenging text and demonstrate their use of reading strategies.
2. Learn the importance of getting adequate sleep.
3. Make goals for changes they want to make in their sleep patterns.

## **Duration**

One 55-minute class period

## **Common Core English Language Arts Standards**

### ***Reading:***

1. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
2. Read and comprehend complex literary and informational texts independently and proficiently.

### ***Writing:***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### ***Speaking & Listening:***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### ***Language:***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



## Materials

1. Student copies of Sleep Survey: Part One (Figure 1.5) and Sleep Survey: Part Two (Figure 1.6, page 26).
2. Student copies of an edited and revised version of the article “Snooze or Lose” by Po Bronson (<http://nymag.com/news/features/38951/>). The student version should be no more than two pages. Or, if preferred, teachers can use a one-page “Read Aloud: Why Teenagers Need More Sleep” adapted from that article instead.
3. Student copies of “Read Aloud: Ways to Sleep Better” (page 26).

## Procedure

1. Teacher explains that today the class is going to discuss sleep, but that going to sleep now is not part of the lesson. The teacher distributes Part One of the Sleep Survey and asks students to complete it and keep it for now.
2. Students will either:
  - ◆ Divide into partners and take turns reading paragraphs to each other from the teacher-revised version of the “Snooze or Lose” article. Students will highlight no more than four words in each paragraph that show the main idea, and write a one sentence summary for each page. The teacher will ask some students to share with the entire class, or
  - ◆ The teacher will show the Read Aloud adapted from the article and read it to the class and ask students to quickly write down one thing they find particularly interesting and why. Students would share with a partner, and the teacher would ask a few to share with the entire class.
3. Teacher will show and read the Read Aloud titled “Ways to Sleep Better.” He will ask students to take a minute and try to think of other ways to sleep better (read before they go to sleep, etc.) and share them with a partner and then with the class.
4. Teacher will distribute Part Two of the Sleep Survey and ask students to complete it. Then, students will share what they wrote with a partner and some, if they feel comfortable sharing, can tell the class.
5. Teacher asks students to staple the two surveys together and explains that he will make copies and then return them to students to put with their semester goal sheets (if the teacher has also done that lesson).

## Assessment

1. The teacher could ask students to use the ABC format to respond to the question: What is the most important thing you learned about sleep in the lesson today?
2. As an alternative, the teacher could have students create posters that could be hung around the school highlighting the negative consequences of not getting enough sleep and suggesting what students should do.
3. If the teacher feels a more involved assessment is necessary, he can develop a simple rubric for appropriate for their classroom situation. Free online resources to both find premade rubrics and to create new ones can be found at <http://larryferlazzo.edublogs.org/2010/09/18/the-best-rubric-sites-and-a-beginning-discussion-about-their-use/>

## Possible Extensions/Modifications

1. Students could teach what they have learned to another class.

### Figure 1.5. Sleep Survey: Part One

1. Your name \_\_\_\_\_
2. Your percentage grade in this class during first semester \_\_\_\_\_
3. Your overall grade-point average in all your classes during first semester \_\_\_\_\_
4. On average, how many hours of sleep do you get each night \_\_\_\_\_
5. Do you feel well-rested when you come to school in the morning? \_\_\_\_\_
6. Do you also typically feel (check one):
  - Very happy \_\_\_\_\_
  - Happy \_\_\_\_\_
  - Okay \_\_\_\_\_
  - A Little Down \_\_\_\_\_
  - Very Down \_\_\_\_\_

## Figure 1.6. Sleep Survey: Part Two

1. Your name \_\_\_\_\_
2. What did you learn from reading the article:
3. Do you want to increase the amount of sleep you get each night?
4. If yes, what is your goal for how much longer you want to sleep each night?
5. What are some things you can do to accomplish your goal?

### Read Aloud: Why Teenagers Need More Sleep



Studies show that people younger than age twenty-one years today get an hour less of sleep each night than they did thirty years ago. Scientists have found that this loss of an hour hurts people because brains are still developing and growing until the age of twenty-one. A lot of this developing and growing happens while teenagers are asleep.

- ◆ Every study done shows a connection between sleep and school grades.
- ◆ Teenagers who get As average fifteen more minutes of sleep a night than B students.
- ◆ B students get eleven minutes more sleep than a night C students.
- ◆ C students get ten minutes more sleep than a night D students.
- ◆ Less sleep hurts the brain's ability to remember new information. It especially hurts the ability to learn a second language.
- ◆ Less sleep also tends to make you feel more depressed.
- ◆ Sleeping less also makes your body want to create more fat. Children who get less than eight hours of sleep are three times more likely to get fat.

Information from Bronson P. (2007, October 7). "Snooze or Lose." *New York Magazine* <http://nymag.com/news/features/38951/index3.html#ixzz0eulnLtvT>

## Read Aloud: Ways to Sleep Better



- ◆ You will sleep better if the temperature is cooler in your room.
- ◆ If you watch TV or use the computer in the half-hour before you go to bed, experiencing the brightness of the screen will make it more difficult for you to get to sleep.
- ◆ It's important to go to bed at a consistent time. If you stay up late some nights, it will make it more difficult for you to get to sleep on nights you go to bed earlier.

Information from Merryman A. (2007, October 10). "How to get kids to sleep more." <http://nymag.com/news/features/38979/>

## Ed Tech: Creating Online Books & Games



Students could use what they learned (or their ABC response) to create an online book for other students to read at a site like Tar Heel Reader (<http://tarheelreader.org/>), or an online game teaching other students about the importance of sleep using Purpose Games (<http://www.purposegames.com/>). For more information, visit <http://larryferlazzo.edublogs.org/2009/04/01/the-best-places-where-students-can-write-for-an-authentic-audience/> and <http://larryferlazzo.edublogs.org/2009/04/04/the-best-places-where-students-can-create-online-learningteaching-objects-for-an-authentic-audience/>.

## Helping in the Future Lesson Plan

### Instructional Objectives

#### *Students Will:*

1. Use the higher-order thinking skills of categorization to identify how what they are learning in school now will help them in the future.

### Duration

Twenty minutes during the first day  
One 55-minute class period on the second day  
Twenty minutes on the third day

### Common Core English Language Arts Standards

#### *Reading:*

1. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### ***Writing:***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### ***Speaking & Listening:***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### ***Language:***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

## **Materials**

1. The following either written on a whiteboard or displayed on an overhead projector:

How do you think working hard and learning everything you can in this class might help you now and in the future? Please list as many possible benefits as you can. If you don't think it will benefit you, please explain why not.

2. A teacher-created data set using student responses to this question. It would look similar to Figure 1.7 (page 31). Copies for each student would be needed on the second day of this lesson.
3. Poster paper for each pair of students.

## **Procedure**

### ***First Day***

1. Teacher displays the question and asks students to take a few minutes to write their answers.
2. Teacher asks students to share with a partner and asks some students to share with the entire class.
3. Teacher explains that the class will be doing Part Two of this lesson the next day using their responses, and collects student papers.

## *Second Day*

1. Teacher shows a copy of the data set on the overhead and explains that students will be placing each item in the appropriate category, and highlighting a clue word that provides the reason for placing it in that category. Students will be working in partners, making columns for each category on a piece of poster paper, and then cutting-out and pasting each item under its category. Students should leave the numbers on each example as they cut them. The teacher should model using the first three examples.
2. While students are categorizing, the teacher is circulating and periodically telling a student he is going to ask her to share the numbers of the examples she has in one category—without saying the name of the category. The teacher will ask that student to share the numbers, write them on the board or overhead, and ask students to take a minute and determine what category those numbers are in. In a minute, the teacher will call on a student to say his choice and then ask the original student if he is correct.
3. After students have completed the assignment, the teacher will lead a review by asking students which category each example belongs in. There is not necessarily a single correct answer for each one if a student can make a good case for a different choice.
4. Still with their partners, students will list at least two more ways they can use what they learn in each category. The teacher will ask some students to share their answers.
5. The teacher will ask each student to pick their favorite item in each category. Then they will make a poster naming each category, listing their favorite item from each one, and illustrate it. The teacher will show a model poster. The teacher explains that students will be given a few minutes to finish it the next day, but that they should work on it that night at home.

## *Third Day*

1. Students are given ten minutes to complete their poster and then share them. One way to do this sharing could be lining half of the students up facing the other half and each taking turns showing the other student their poster “speed-dating” style.
2. Posters are placed on classroom walls as future reminders.

## **Assessment**

Both the categorization process and the illustrated poster have simple instructions and should be easily assessed. However, if desired, teachers can

create a more detailed rubric appropriate for their classroom situation. Free online resources to both find pre-made rubrics and to create new ones can be found at <http://larryferlazzo.edublogs.org/2010/09/18/the-best-rubric-sites-and-a-beginning-discussion-about-their-use/>.

## **Possible Extensions/Modifications**

1. The teacher could ask his colleagues who are teaching higher-grade levels if they would be willing to ask their students to share how they think what they learned in the earlier grade level has helped them. These responses could be shared with students who have completed this lesson plan and compared with what they listed.
2. The teacher could ask students to convert the categories into paragraphs (with topic sentences) and then into an essay.
3. To reduce the time for the entire lesson to one class period, after each student writes their responses on the first day, they could just be given the data set provided (students could be told the data set came from another class' responses). After they categorize it, they could be asked to place their ideas in the appropriate categories and then make the poster.

## **Ed Tech: Online Video**



Students could create a short skit showing an example of how what they are learning can help them in the future. It could be videotaped with a Flip Video Recorder and posted on a class or school blog, assuming parents give their permission. See <http://larryferlazzo.edublogs.org/2009/06/05/the-best-sources-for-advice-on-using-flip-video-cameras/> for information on recording skits and <http://larryferlazzo.edublogs.org/2008/10/19/the-best-places-where-students-can-write-online/> for places to post them online.



### **Figure 1.7. Helping in the Future Data Set**

Please put each of these items into one of these categories: High School, College, Career, General Life Skills. Underline a clue word that provides a reason for placing it in that category.

1. Helps me learn study skills to help in future classes.
2. Helps me learn to be a better leader.
3. Helps me read better.
4. Helps me write better.
5. It makes school work easier.
6. It makes your brain bigger.
7. It will help you get into advanced classes so it looks good on my transcript.
8. It makes my skills better.
9. Helps me get a better job.
10. Gives me better manners.
11. Have more ambition for myself.
12. Helps me speak better in front of large groups of people.
13. I'll become more self-sufficient.
14. Helps me understand more what people are writing and saying.
15. Helps me understand better the books that I read.
16. Helps me get a better job.
17. What I'm learning here can help me in a lot of other classes.
18. It will help me to do better in college English classes.
19. Helps me get a higher-paying job.
20. Working hard in this class helps me get used to working hard because I might get a job where I have to work hard all the time.
21. Helps me know how to help other people who don't understand English very well.
22. It will help me get into college.
23. Taught me how to be a hard worker.
24. It helps me outside of school to help my family.
25. The strategies I've been learning makes school work easier in the future.
26. If I have a job where I have to read and write or type, it will make it easier.